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Ed. 702.22 Seminar in applied Theory & Research 1

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Wiki Assignment #3 – Annotated Citations

Topic: “Why Doesn’t Teacher Call on Me?” The Impact of Implicit or Inadvertent

Teacher Favoritism in the Classroom.

Gallagher, K. C., & Mayer, K. (2008). Enhancing Development and Learning through Teacher-Child Relationships. *Young Children, 63*(6), 8-87. Abstract retrieved fromhttp://www.eric.ed.gov database. (Accession No. ERIC #: EJ819346)

In this peer-reviewed article the authors state that “How to be in a relationship may be the most important “skill” children ever learn.” The article offers strategies that can be used to support teachers and help them “develop and sustain high-quality relationships”. I believe this article will provide insights into building strong teacher-child relationships as well as strategies to avoid the practice of favoritism in the classroom. It may also offer ideas for interventions that can be used in this action research project.

Hirst, E., & Cooper, M. (2008). Keeping Them in Line: Choreographing Classroom Spaces. *Teachers and Teaching: Theory and Practice, 14(*5-6) 431-445. Abstract retrieved from http://www.eric.ed.gov database. (Accession No. ERIC #: EJ821084)

This study looks at student and teacher behaviors and how important it is for teachers to “enact socially just professional practices.” Favoritism is socially unjust and the authors explore various ways teachers can teach and students can learn by understanding the classroom as a community housing a “community” of different “kinds of people”, addressing gender and ethnicity in particular.

McKenzie, K. B. (2009). Emotional Abuse of Students of Color: The Hidden Inhumanity in Our Schools. *International Journal of Qualitative Studies in Education (QSE), 22*(2) 129-143. Abstract retrieved from http://www.eric.ed.gov database. (Accession No. ERIC #: EJ831103)

Teacher-student relationships are statistically proven to have an impact on learning and future academic success. In this peer-reviewed article, McKenzie states, ”that some teachers, consciously or unconsciously, act in ways toward their students that constitute abuse, i.e. the infliction of narcissistic injuries.” What are these behaviors? Could they be the reverse of favoritism? The author worked over 30 years in racially diverse schools. In that the NYC school system is racially diverse, this article seems as though it would provide insights as to the “emotional abuse” that may result from failing to recognize abhorrent attitudes and bias in the classroom.

Newberry, M., & Davis, H. A. (2008). The Role of Elementary Teachers' Conceptions of Closeness to Students on Their Differential Behaviour in the Classroom. *Teaching and Teacher Education: An International Journal of Research and Studies, 24*(8), 1965-1985. Abstract retrieved from http://www.eric.ed.gov database. (Accession No. ERIC #: EJ809209)

People often do not recognize their own biases. The subject of this peer-reviewed article examines “teachers’ conceptions of their relationships.” This, as it relates to the closeness of their relationship to their students and “talk about their understanding of what it means to be close…[as this] may have important implications for the way in which children in the class are privileged or marginalized…” This article seems to get to the heart of how favoritism affects students and how teachers may or may not be aware of their predilection to certain students.

Skelton, C.; Carrington, B.; Francis, B.; Hutchings, M.; Read, B.; & Hall, I. (2009). Gender "Matters" in the Primary Classroom: Pupils' and Teachers' Perspectives. *British Educational Research Journal, 35*(2), 187-204. Abstract retrieved from http://www.eric.ed.gov database. (Accession No. ERIC #: EJ833159)

A peer-reviewed article, Skelton et al studies gender from two perspectives: How do students react to the gender of the teacher and, conversely, how do teachers react to the gender of students. That is, according to the authors, ““gender matters” differently to boys and girls, and teachers.” Of particular interest to this action research is the latter and the article looks at how teachers “were aware of and attentive to the gender of pupils in managing and organising classroom interactions.”